DOCUMENT RESUME

ED 117 507 CE 006 184

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TITLE	Security Is.....A Step in the Right Direction.
PUB DATE	Aug 70
NOTE	38p.; For related document, see CE 006 185
AVAILABLE FROM	Curriculum Coordinating Unit, Drawer DX, State College, Mississippi 39762 (free)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	*Consumer Education; Home Economics Education; *Independent Study; *Individualized Instruction; *Instructional Materials; Learning Activities; *Money Management; Post Testing; Pretests; Secondary Education

ABSTRACT

The individualized learning package for eleventh and twelfth grade consumer education deals with the use of the management process in the achievement of personal and family financial goals. The teacher's section of the package contains a statement of purpose and instructional objectives. Equipment and materials (specific books, magazines, and audiovisual aids) needed for the unit are listed. The method of evaluation suggested requires the use of a pretest, self-tests, and a post-test. Answer keys and copies of these tests are included. The student section contains an introduction, the pretest, a progress record, and four lessons to be completed independently. The lessons cover: clarification of goals, analysis of financial resources, a review of alternatives--decison making, and integration for formulation of a financial plan. An introduction, a behavioral objective, instructions (which list materials needed, specify the number of activities to be done, and indicate the level of competency required on the self-test before proceeding), learning activities, and a self-test are presented for each lesson. Most of the activities involve reading, examining case studies, and tape recording or writing responses to a situation. A list of activities for further study completes the student section. (MS)

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CONSUMER EDUCATION–INDIVIDUALIZED LEARNING PACKAGE

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Title: Security Is.....A Step in the Right Direction

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CE008184

HOME ECONOMICS LEARNING PACKAGE

IDENTIFICATION PAGE

Title: Security Is .... A Step In The Right Direction

Subject: How Management Facilitates Achievement of Financial Goals

Performance Level: This learning package is designed so that the average student in the eleventh or twelfth grade can complete it with the greatest learning.

Purpose: A basic understanding of the management process is essential to the realization of any goal - be it individual or family. Once goals have been clearly defined, resources analyzed and alternatives meticulously weighed, the problem of formulating a plan to meet goal requirements is merely a matter of integration. This HELP is designed to help you explore the steps involved in the management process toward the realization of personal and family financial goals.

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Date: August, 1970

Reprinted by
Curriculum Coordinating Unit
for Vocational-Technical Education
P. O. Drawer DX
State College, MS 39762

TEACHER's SECTION

I. Statement of Purpose

A. Major generalization to be learned:

Money management consists of a series of decisions, making up the process of using family resources to achieve individual and family financial goals.

B. Component ideas:

1. Step I Clarification of Goals

2. Step II Analysis of Resources

3. Step III Review of Alternatives - Decision-making

4. Step IV Integration for Formulation of a Plan

II. Instructional Objectives:

A. Component 1

The student will demonstrate her understanding of the need to clarify goals by formulating in writing two clearly stated goals which she has for herself and will justify her selection by briefly explaining her plan for achieving these goals.

B. Component 2

Given a situation in which an individual is limited in the amount of money available to her, the student will discuss orally ways in which other resources may be substituted successfully for money so that the individual may still achieve her goal.

The student will demonstrate her understanding of the financial resources that are available to her and her family by analyzing in writing how limitations of each will affect individual and family goals and spending.

C. Component 3

Given individual and family case studies, the student will analyze alternative methods for achieving their financial goals and will evaluate each in relation to available resources and goal priorities.

D. Component 4

Given a case study of a newly married couple, the student will demonstrate her understanding of the management process by effectively constructing and evaluating a budget that she feels will realistically meet the couple's needs and goals.

INSTRUCTIONS TO THE TEACHER

I. Instructional Approach: Quasi-Discovery

In the lessons the student will select one or more learning activities that present information relative to the generalization to be learned.

II. Identification of the Learners:

This HELP is developed for secondary students.

It will be incorporated into a unit of study on how management facilitates achievement of financial goals.

III. Special Instructions:

A. Equipment needed: Tape Recorder
Filmstrip Projector
Overhead Projector

B. Materials needed: Books:

Managing Livingtime, Margaret Raines, Peoria, Illinois: Chas A. Bennett Co., Inc., 1964.

Management For Modern Families, Irma H. Gross and Elizabeth Walbert Crandall. New York: Appleton-Century-Crofts, 1963.

Management For You, Cleo Fitzsimmons and Neil White. Chicago: J.B. Lippincott Co., 1958.

The Family In a Money World, Frances Feldman. New York: Family Service Association of America, 1957.

Management In The Home, Lillian Gilbreth, Orpha Thomas and Eleanor Clymer. New York: Dodd, Mead and Co., 1959.

Your Family And Its Money, Helen Thal and Melinda Holcombe. Boston: Houghton Mifflin Co., 1968.

Magazines:

Good Housekeeping, April 1967, pages 197-208.

Changing Times: The Kiplinger Magazine
Vol. 24, No. 5 (May 1970 pages 6 to 10 only.
Vol. 24, No. 7 (July 1970) pages 25 to 29 only.
Vol 24, No. 1 (Jan. 1970) pages 25 to 30. (Quest)
Vol. 24, No. 6 (June 1970) pages 46 to 47. (Quest)

Media needed:

Transparencies:

"Values and Goals," 3MM Co., Prepared Color Transparencies. No. 15-3522-7

"Organizing Possessions To Achieve Goals," 3MM Co., Prepared Color Transparencies. No. 15-3527-7

"Decision-Making," Coed-Forcast, Class 2 No. F4736.

"Consumer Who? Why? How?" 3MM Co., Prepared Color Transparencies. No. 15-3529-3. (Quest activity).

"Dollar Stretching Practices," 3MM Co., Prepared Color Transparencies. No. 15-3541-8. (Quest Activity).

Filmstrips:

"Marriage and Money," Educational Division, Institute of Life Insurance, 600 Madison Ave., New York, N.Y. 10017.

"A New Look At Budgeting," Money

Management Institute Household Finance Corp., Prudential Plaza, Chicago, Ill. 60601.

Tape:
For those students who prefer to learn through listening, it is suggested that the required readings in each lesson be made available on tape. This will necessitate the taping of the material, either by the teacher or by a student.

IV. Instruction for Evaluation:

A. Special Requirements:

It will not be necessary for the teacher to develop any test items or keys. There are three instruments for evaluation given. The pre-test is planned as a learning experience as well as a diagnostic device. Therefore, the correct answers should be available to the student after the test has been completed. After each learning experience there is a self-test for the students to use to judge their mastery of that lesson. The correct answers are available in the student section. A post-test is provided for the student to use on completion of the lessons contained in the learning package. The keys for the pre-test and the post-test will be found at the end of this section.

B. Test Keys:

Pre-Test Key

Part A.	1. F	11. T	21. T
	2. T	12. T	22. T
	3. T	13. F	23. F
	4. T	14. T	24. T
	5. T	15. T	25. T
	6. T	16. T	26. T
	7. T	17. T	27. T
	8. T	18. T	28. T
	9. F	19. F	29. F
	10. F	20. F	30. F

Part B.	1. a,b,c	11. a,b,c
	2. a,b,c	12. a,b
	3. a	13. a,b,c
	4. a,c	14. a,b,c
	5. a,b,c	15. a
	6. a,b	16. a
	7. a,b,c	17. a,b,c
	8. a,b,c	18. a,c
	9. a,b,c	19. a,b
	10. a,b	20. a,b,c

Post-Test Key

Part A.

1. A
2. D
3. B
4. B
5. A
6. D
7. D
8. D
9. B
10. C

Part B.

1. Mary could substitue her skills and knowledge for money by making a new dress. Thus, freeing about ten dollars that she could use to buy new shoes. She could substitute her energy and time working to earn more money to purchase an entire new outfit. Mary could also use her time and energy to shop in more stores in hopes of finding shoes for less or perhaps a sale. Or she could buy a new pair of shoes and borrow her sister's or friend's dress. Mary could also buy a new pair of shoes and dress-up one of her old dresses with new accessories.

2. Earnings are available to most families. The larger the amount of earnings that a family has available; the more money that they have to utilize. A small business maybe another source of income for a family. Savings in the form of U.S. Savings bonds, savings account and saving and loans deposits offer a family security because of their safety. Securities a family owns in the form of stocks and bonds offer the family dividends as well as providing security for a loan, but are not guaranteed. Life insurance offers the family security in case of the death of the insured and also has some loan value. Annuities offer the family future guaranteed payments. Types of health insurance offer the family an income in times of sickness and injury. Mortgage and loans are a source of income in that they are investments for the family's earnings.

3. An approximate budget for the Charles.

Expenses:

Fixed expenses:	
Federal income taxes	$40
Social security	6
Life insurance	12
Health and hospital insurance	5
Rent	50
Emergency fund	20

Semifixed and variable expenses:	
Food	$30
Clothing	10
Transportation	6
Household operating expenses	10
Personal and social expenses	15
Savings	20
New furniture savings	10
New house savings	20

The Charles financial goals are:

1. Save for new furniture
2. Save for new house
3. Provide security through insurance and savings
4. Remain solvent

The Charles could save a larger portion of their earnings for furniture but less for the new house, or vice versa. They seem to wish to budget their other expenses such as food and personal and social development expenditures so that they can free a larger portion of their earnings to use to save for their desired goals. If they were to spend more for their semifixed expenses, they could obtain their goals by borrowing and paying installment payments or save for a longer period of time.

POST-TEST

Introduction:

The Post-Test is designed to help you determine the extent to which you understand the content presented in each of the lessons, and the concept that money management consists of a series of decisions making up the process of using family resources to achieve individual and family financial goals.

Directions:

1. Read the directions for each part carefully.

2. Write the answers on this form.

3. When you have completed the test, ask your teacher to grade your test.

Part A: Multiple Choice: Below are listed several questions and statements accompanied by multiple choice answers. Select and circle the most appropriate answer for each question. Only one correct response is possible.

1. Decisions are rational when:

   A. Alternatives have been considered and weighed according to availability of resources and relative to goal satisfaction.
   B. Alternatives have been considered and weighed according to personal preferences.
   C. Optimal use of resources is considered.
   D. None of these.

2. Changes in family goals over the family life cycle can best be explained by which of the following?

   A. Age differences.
   B. Changes in available resources.
   C. Changes in life situation.
   D. Changes in perception of value and goal priorities.

3. The difficulty of makiig a deciaion lies mainly in the fact that:

   A. Too much analysis is called for.
   B. Disadvantages as well as advantages are usually inherent in the alternatives involved.
   C. Goals are seldom clearly defined.
   D. None of these.

4. The goals that one family holds:

   A. Are identical to those of other families.
   B. Are uniquely different from those of other families.
   C. Are met by the use of resources identical to those of other families holding the same values.
   D. A and C.

5. The consumer decisions of individuals and families

   A. Reflect differences in the perception of goals and goal achievement
   B. Reflect distinct similarities in the perception of goals and goal achievement.
   C. Reflect distinct cultural differences from family to family.
   D. Reflect distinct similarities in availability of resources.

6. The more clearly defined a goal is:

   A. The greater the ease in choosing among alternatives of action.
   B. The easier it is to complete the management process.
   C. The easier it is to define resources to be used to meet goals.
   D. All of these.

7. The extent to which goals are realistic is affected by:

   A. Resource potential.
   B. Rationality of decisions related to goals.
   C. A and B.
   D. None of these.

8. Teresa who has a flair for design has been encouraged by both her art and home economics teacher to apply to a nearby college to pursue her interests. Though she wants to do this, her parents are unable to pay the entire cost of tuition. In light of the situation, which advice would Teresa be wise to follow?

   A. Find a job on campus to help defray costs.
   B. Make application for a scholarship.
   C. Work one year before going to college.
   D. Any of the above.

9. Sandy and Bill married one year ago are interested in buying a home. Bill has saved $1,500 for a down payment and could easily manage mortgage payments

of $100 per month. The home that they have fallen in love with costs $35,000. In light of information given which statement best describes their situation.

A. Plentiful resources to reach goal.
B. Resources inadequate to meet goal.
C. Substitution of monetary resources necessary to make reaching goal possible.
D. None of these.

10. Mary and Tom had hoped to save enough money to put Tom through college, but the unexpected birth of a child brought new priorities into view. In light of the situation, which decision would be wisest for this young couple to follow?

A. Forget about college for Tom and concentrate on saving for the child's education.
B. Temporarily forestall plans Tom's education until more money is saved.
C. Find another job for Tom so that he can pay for credit at college.
D. Have Mary work.

Part B: Essay: Write, tape record or discuss orally with the teacher, answers to the following questions.

1. Mary has saved $15 which she plans to use to purchase a new dress for a special date a week away. But she has discovered that she can not buy both a new dress and shoes, because the shoes will cost at least $10. How could Mary substitute other resources to reach her goal of an attractive outfit?

2. Identify the financial resources that your family has available to them. What goals are these resources being used to achieve? How would limitations of each affect the possible goals that your family could achieve?

3. After reading the following case study, construct a budget that you feel will realistically meet the couples needs and goals. Discuss orally or tape an evaluation of your budget considering all the possible alternatives that they may have considered.

Mary and Bill Charles have been married for three months. They are very happy living in their one bedroom apartment which they rent for $100 a month plus the cost of electricity and phone. Presently, the Charles are living on Bill's bi-weekly earnings of $275 from which $40 in federal income tax, $6.00 social security and $5.00 health and hospital

insurance is deducted. Mary and Bill both had accumlated extensive wardrobes before they were married so now they need only pay for dry cleaning. Mary enjoys sewing so she does all clothing repairs herself. Mary is interested in purchasing a new living room suit so they are saving as much as possible by making inexpensive meals. Since Bill rides to work with a friend, the Charles spend little for transportation. Their small economy car requires little gasoline and repairs. Bill and Mary rarely go out except to visit friends or to see an occasional movie. Bill feels it necessary to provide for Mary's financial security; therefore, he has invested in an insurance policy and saves a small portion out of each check. The Charles's pride themselves in that they are independent. They believe in using credit as little as possible, usually saving a sizable portion before buying anything expensive. They value feeling financially secure over having all that they want now.

THIS SECTION FOR STUDENT USE

SECURITY IS . . . A STEP IN THE RIGHT DIRECTION

INTRODUCTION

When a man and woman enter into marriage, they all too often do so with wide-eyed anticipation of a lifetime of dreams fulfilled. Their eagerness to realize their hazily stated goals can lead to hasty and costly decisions that result in a loss of valuable time, energy and money.

A basic understanding of the management process is essential to the realization of any goal be it individual or family. Once goals have been clearly defined, resources carefully analyzed and alternatives meticulously weighed, the problem of formulating a plan to meet goal requirements if merely a matter of integration.

The lessons in this HELP are designed to help you explore the steps involved in the management process toward the realization of personal and family financial goals.

At the completion of this learning package you should be able to successfully accomplish the following objectives:

A. The student will demonstrate her understanding of the need to clarify goals by formulating in writing two clearly stated goals which she has for herself and will justify her selection by briefly explaining her plan for achieving these goals.

B. Given a situation in which an individual is limited in the amount of money available to her, the student will discuss orally ways in which other resources may be substituted successfully for money so that the individual may still achieve his goal.

   The student will demonstrate her understanding of the financial resources that are available to her and her family by analyzing in writing how limitations of each will affect individual and family goals and spending.

C. Given individual and family case studies, the student will analyze alternative methods for achieving their financial goals and will evaluate each in relation to available resources and goal priorities.

D. Given a case study of a newly married couple, the student will demonstrate her understanding of the management process by effectively constructing and evaluating a budget that she feels will realistically meet the couple's needs and goals.

PRE-TEST

Introduction:

A basic understanding of the management process is essential to the realization of any goal be it individual or family goals. The following test items are planned to help you discover the extent to thich you understand the meaning of goals, resources, the decision-making process and the management process and also to point out the areas in which you sould be assisted by further investigation and study.

Directions:

1. Read the directions for each part carefully.

2. Write the answers on this form.

3. When you have completed the test, use the key in the teacher's section to check your work, marking only the items that are correct. Place the number of correct answers at the top of the answer sheet.

4. This pre-test will indicate the areas in which you need further investigation and concentration to enhance your knowledge of the subject.

Part A: True and False: Place a T in the blank before the statement if it is true or place a F in the blank before the statement if it is false.

_____1. Once made, a goal is unalterable.

_____2. Careful choosing of goals is as important as if not more important than the careful choosing of ways to reach goals once selected.

_____3. There is a rank order in goals leading from smaller to larger ones.

_____4. The more specific a goal is, the more apt an individual is to work toward it.

_____5. It is possible for goals to compete with each other.

_____6. The decisions of individuals and families reflect differences in the perception of goals and goal achievements.

_____7. Decisions are interrelated.

_____8. A decision is a decision when it is a judgement made consciously after weighing facts and examining the alternatives and their outcome.

_____9. Decisions are seldom affected by the interaction of values, goals and resources.

_____10. A firm decision need not be reviewed.

_____11. All resources are limited in the amount available to each individual.

_____12. Resources can be substituted for each other.

_____13. Every family has no more than four resources (time, money, energy, and material goods) available to them at all times.

_____14. Goals directly influence a family's use of their resources.

_____15. The family's financial resources consist of its earnings, together with its reserve funds and its capital assets.

_____16. A family's financial resources include their earnings, stocks, bonds, or money in the bank.

_____17. Life insurance, loans and mortgages are financial resources to a family.

_____18. Decisions in a family deal not only with the use of individual resources but also with the interrelationship of these uses.

_____19. Nonhuman resources include time, money and material goods.

_____20. Development of a goal is possible only through the use of economic resources.

_____21. Every family has fixed expenses which it must meet periodically.

_____22. Your entire income is referred to as your net income.

_____23. Food, clothing and home operating expenses are examples of fixed expenses.

_____24. A financial plan is a necessary tool in managing money.

_____25. The parts of a financial plan are related.

_____26. A sucessful financial plan fits the specific needs of a family.

_____27. Good consumer habits help make a budget work.

_____28. Home management consists of a series of decisions making up the process of using family resources to achieve family goals.

_____29. A budget needs to include only a family's fixed expenses.

_____30. The only steps included in the management process are planning and controlling the plan of action.

Part B: Multiple Choce: Below are listed several questions and statements accompanied by multiple choice answers. Select and circle the most appropriate answer(s) for each question. More than one correct response is possible.

1. The management process includes the following steps:

   a. Controlling
   b. Planning
   c. Evaluating

2. Family management involves a family's:

   a. Goals
   b. Resources
   c. Decisions

3. Your entire income is referred to as your:

   a. Net income
   b. Gross income
   c. Income

4. A family's fixed expenses include:

   a. Life insurance
   b. Food
   c. Rent

5. Plans are alike in that each must:

   a. Be made to order for the individual or family
   b. Be flexible
   c. Be realistic

6. The possibility of alternative uses of resources often allows for:

   a. Interrelation
   b. Substitution
   c. Balance

7. Examples of resources are:

   a. Community facilities
   b. Money
   c. Knowledge

8. A family's financial resources consist of its:

   a. Earnings
   b. Reserve funds
   c. Capital assets

9. Financial sources available to a family are:

   a. Earnings
   b. Insurance policy
   c. Small business

10. The material goods a family possesses are limited by:

    a. Amount money available
    b. Ability produce own goods or services
    c. Energy available

11. In decision making, consideration must be given to:

    a. Alternatives
    b. Goals
    c. Resources

12. Goals are dependent upon:

a. Values
b. Priorities
c. Decisions

13. Goals are affected by:

a. Values
b. Resources available
c. Decisions

14. Alternatives should be considered in relation to:

a. Available resources
b. Priorities of values and goals
c. Personal preferences

15. If a family has unlimited wants but limited resources:

a. Decision-making becomes a matter of establishing priorities
b. Decision-making is simplified
c. Decision-making is impossible

16. Differences in perception of goals and goals achievement results:

a. In differences in consumer decisions
b. In differences in decision process
c. In difference in management process

17. Decisions made by individuals and families:

a. Reflect differences in values and goals
b. Reflect differences in available resources
c. Reflect differences in perception of values and goals

18. Goals:

a. Motivate management
b. Determine wise decisions
c. Direct use of resources

19. Goals may be classified as:

a. Short-term
b. Long-term
c. Unattainable

20. Decisions are influenced by:

a. Standards
b. Values
c. Goals

PROGRESS REPORT

Name _____

Directions:

As you complete each learning activity in the four lessons, check it on this Progress Report. When a lesson has been completed, take your Progress Report and your self test to the teacher; she will check the lessons completed and record your progress in her record book.

Once you have completed all four lessons, you will be ready to take the post test. Give your Progress Report to your teacher when you begin the post test. It will be returned to you as soon as the final grade has been assigned.

1. Pretest Score _____

2. Lesson I
   - Learning Activity 1 _____
   - Learning Activity 2 _____
   - Learning Activity 3 _____
   - Learning Activity 4 _____
   - Learning Activity 5 _____
   - Learning Activity 6 _____
   - Self Test Score _____

3. Lesson II
   - Learning Activity 1 _____
   - Learning Activity 2 _____
   - Learning Activity 3 _____
   - Learning Activity 4 _____
   - Learning Activity 5 _____
   - Learning Activity 6 _____
   - Learning Activity 7 _____
   - Self Test Score _____

4. Lesson III
   - Learning Activity 1 _____
   - Learning Activity 2 _____
   - Learning Activity 3 _____
   - Learning Activity 4 _____
   - Learning Activity 5 _____
   - Learning Activity 6 _____
   - Self Test Score _____

5. Lesson IV
   - Learning Activity 1 _____
   - Learning Activity 2 _____
   - Learning Activity 3 _____

Learning Activity 4 _____
Learning Activity 5 _____
Learning Activity 6 _____
Learning Activity 7 _____
Self Test Score _____

6. Post Test Score _____
   Reexamination if needed _____

7. FINAL GRADE _____

LESSON I

Introduction:

Consiously or unconsciously, each of us has goals toward which we work. The more clearly defined these goals are, the easier it is for us to strive to meet them.

Component:

Step I The Clarification of Goals

Objective:

The student will demonstrate her understanding of the need to clarify goals by formulating in writing two clearly stated goals which she has for herself and will justify her selection by briefly explaining her plans for reaching these goals.

Instructions:

Materials needed

Overhead Projector
Transparancies-"Values and Goals"
Tape Recorder
Tape Recording of required readings
(The instructor will be responsible for obtaining these.)
Texts: Management for Modern Families
Managing Livingtime
Your Family and Its Money

You are required to do activity one and either activities two and three or activity four. Then select at least one more activity from the list and complete it. Test your progress by taking the self test at the end of the lesson. Check your answers with the self test key. If you can correctly answer 90% of the questions, proceed to Lesson II. If you cannot correctly answer this many, choose another learning activity; take the self test a second time. If you can then answer 90% of the questions correctly, proceed to Lesson II.

Learning Activities:

1. Make a mobile symbolizing your personal and family goals. Select two of these goals and briefly describe in writing your plans for achieving them.

2. Read pages 19-20, 71-76 from Your Family and Its Money by Thal and Holcombe.

3. Read page 15, "Goals" from Managing Livingtime by Raines.

4. Listen to tape recordings of activities two and three.

5. Read pages 20, 26-29, "Motivation for Management" and "Goals" from Management for Modern Families by Gross and Crandall.

6. View "Values and Goals" -- Prepared Colored Transparancies.

Self Test:

Directions: Select from the list below those terms which most adequately describe well-defined goals. Indicate your choices by placing an "X" in the spaces provided.

_____1. Flexible

_____2. Long term

_____3. Motivating

_____4. Static

_____5. Short term

_____6. Specific

_____7. Unrealistic

_____8. Unobtainable

_____9. Abstract

_____10. Concrete

LESSON II

Introduction:

Resources are the tools that help us achieve our goals. After an individual or family establishes which goals they feel are worthwhile, they need to determine the most effective way to use their available resources to bring them the greatest satisfaction. Resources can be classified as human resources which are less tangible than others. Human resources include time, energy, interests, abilities, skills, knowledge and attitudes, while nonhuman resources are money, material goods and community facilities. Resources are similar in that they are all limited; their use is interrelated; finally, and most important, the quality of life an individual achieves is dependent upon his use of resources.

When one resource is scarce, another or others may be substituted so that the individual may still achieve his desired goal. Recognizing all resources, makes it possible to free one resource for more satisfying uses by substituting others.

Each individual and family needs to recognize the financial resources that are available for them to utilize, to make life satisfying. The family's financial resources consist of its earnings, together with its reserve funds and its capital assests.

Component:

Step II Analysis of Resources

Objectives:

Given a situation in which an individual is limited in the amount of money available to him, the student will discuss orally ways in which other resources may be substituted for money.

The student will identify those financial resources that are available to him and his family and state how limitations of each might affect individual and family goals and spending.

Instructions:

Material needed:

Overhead projector

Transparencies - "Organizing Possessions To Achieve Goals"

Tape recorder
Tape recording of required readings (The instructor will be responsible for obtaining these.)
Texts: Management For Modern Families
Management For You
The Family In A Money World

Magazines: Changing Times (May 1970)
Good Housekeeping (April 1967)

You must do learning activity one, two and three or learning activity four. Then select at least one more activity from the list and complete it. Test your progress by taking the self-test at the end of the lesson. Check your answers with the test-key. If you can successfully answer 90% of the questions, go on the Lesson III. If you can not correctly answer this many, choose another learning activity and do it. Take the self-test a second time. If you can then answer 90% of the questions correctly, proceed to Lesson III.

Learning Activities:

1. Read pages 123-129 in Management For Modern Families by Gross and Crandall.

2. Read pages 127-142 in The Family In A Money World by Feldman.

3. Read pages 6-10, "62 Ways To Beat The High Cost of Living" in Changing Times (May 1970). Explain in writing or discuss with others what other resources are being suggested to be used to substitute for the resource money.

4. Listen to the taped recordings of activities one, two and three.

5. Select a recent family financial decision made in your home. Identify the financial resources that your family used to obtain their goals. If your family had no financial resources available to them except a weekly salary of $50 how would this affect your life and your family's spending? Tape record your response.

6. Read pages 197-208, "Making the Most of Your Family's Money" in Good Housekeeping (April 1970).

State the tips that were given in this article that a consumer can benefit from to increase the purchasing power of his money. Identify financial resources that are available to every family. You may tape your response or write it.

7. Read pages 34-50 in Management For You by Fitzsimmons and White.

8. View transparencies: "Organizing Possessions To Achieve Goals." Identify how resources are being effectively used to achieve individual and family goals.

Self-Test:

Directions: Fill in the blanks with the correct word(s) to make each statement correct.

1. When one resource is scarce, the possibility of alternative use of resources permits_____.

2. Human resources which are less tangible are_____, _____,_____and_____.

3. Nonhuman resources which are tangible are_____, _____and_____.

4. The family's financial resources consist of its_____ together with its_____ _____and its_____ ____.

5. _____generally are recieved on a fixed weekly, monthly, or annual basis, and the earner knows in advance the amount of his gross income and intervals of payment.

6. _____ are considered savings rather than investments because of their safety features.

7. All resources are alike in that they all are_____ and _____.

8. A family needs to be aware of all of its_____ in order to make a realistic decision and to achieve its goals.

LESSON III

Introduction:

Once goals have been clarified and resources carefully analyzed, families can move a step closer to the finalization of goals by reviewing alternative methods for achieving those goals. Untimately they will select the alternative which most adequately satisfies goal requirements according to previously set criteria.

Component:

Step III Review of Alternatives--Decision-Making

Objective:

Given a hypothetical situation, the student will analyze alternative methods for achieving family financial goals and will evaluate each in relation to available resources and goal priorities.

Instructions:

Materials needed:

Filmstrip Projector
Filmstrip--"Marriage and Money"
Overhead Projector
Transparancies-"Decision Making"
Magazine-Journal of Home Economics (February, 1969)
(The instructor will be responsible for obtaining these.)
Texts: Management for Modern Families
Your Family and It's Money

You must complete learning activities one and two and either learning activity three or four. Then select at least one additional activity from the list and do it. Test your progress by taking the self test at the end of the lesson. Check your answers with the test-key. If you can successfully answer 90% of the questions, go on to the next lesson. If you cannot successfully answer this many, choose another learning activity or review those already completed. If you can then answer 90% of the questions, proceed to Lesson IV.

Learning Activities:

1. Select a recent family financial decision made in your household. To what goal was it related? What were the available alternative methods for reaching this particular goal? How did the avail-

ability or lack of financial resources affect your family's decision? Tape record your response.

2. View filmstrip "Marriage and Money" Be prepared to discuss ways in which marital problems can develop from poor management of financial resources as a result of failure to analyze alternative methods for achieving a goal.

3. Read pages 84-100 in Your Family and Its Money by Thal and Holcombe.

4. Listen to tape recording of learning activity number 3.

5. View transparancies "Decision Making" and list factors which are taken into consideration when family financial decisions are made.

6. Read "The Payoff for Intelligent Consumer Decision-Making" from Journal of Home Economics, (February 1969) pages 97-103.

Self Test

Directions: True and False: Place a T in the blank before the statement if it is true and F in the blank before the statement if it is false.

_____1. Decisions are rational when alternatives have been considered and weighed according to personal preferences.

_____2. Because disadvantages as well as advantages are usually inherent in the alternatives involved, decision-making can be difficult.

_____3. Even though they hold similar values and strive to reach similar goals, families will differ in the decisions they make.

_____4. Differences in perception of goals and availability of resources have little effect upon the decision making process.

_____5. Analysis of the situation is seldom necessary for a family to decide its course of action.

_____6. The ease of choosing among alternatives of action is increased when the goal is clearly defined.

_____7. When resources are inadequate to meet goal requirements, decision making is impossible.

_____8. When the number of alternative actions available to the family is increased the difficulty of decision-making is increased as well.

_____9. Decision making is unrelated to value-priorities.

____10. Family financial decisions direct consumer behavior.

LESSON IV

Introduction:

Management consists of a series of decisions making up the process of using family resources to achieve family goals. The management process consists of three interdependent steps of planning, controlling the plan while carrying it through, whether it is executed by oneself or others; and evaluating results preparatory to future planning. All of these steps involve decision-making. The three steps in management occur in vague or clearly defined form regardless of what resources or combination of resources is being managed.

To affectively use one's financial resources to achieve family goals, a family needs to set up a financial plan or budget. Essentially, budgeting is simple. One merely, needs to estimate what amounts of various resources he has available to him. Then he estimates what he wants to get or the goals that he wishes to achieve and divides his resources or income up among the things he wants. However, often our resources will not always be enough to cover all the things that one wants or to achieve all of one's goals. Therefore, one must classify his desired goals and needs into those necessary and those desired.

Component:

Step IV Integration for Formulation of a Plan

Objective:

Given a case study of a newly married couple, the student will demonstrate her understanding of the management process by effectively constructing and evaluating a budget that she feels will realistically meet the couple's needs and goals.

Instructions:

Materials needed:

- Filmstrip projector
- Filmstrip - "A New Look At Budgeting"
- Tape recorder
- Tape recording of required readings (The instructor will be responsible for obtaing these.)
- Texts: Management For Modern Families
  Management In The Home
  Your Family and Its Money
  Managing Livingtime

Magazines: Changing Times (July 1970)

You must complete learning activity one, two and three or do learning activity four. Then select at least one additional activity from the list and complete it. Test your progress by taking the self-test at the end of the lesson. Check your answers with the test-key. If you can successfully answer 90% of the questions go on to the Post-Test. If you can not answer this many, choose another learning activity and do it. Take the self-test a second time. If you can then answer 90% of the questions correctly proceed to the Post-Test.

Learning Activities:

1. Read pages 91-115 in Management For Modern Families by Gross and Crandall.

2. Read pages 7-23 in Management in the Home by Gilbreth, Thomas and Clyner.

3. Interview a family whom you know well. Identify the family's goals and evaluate how effective their management has been to achieve these goals. If they are not effectively progressing toward their goals, explain why you feel they are failing. Are they using all three of the steps involved in the management process? Tape or write your responses.

4. Listen to a taped recording of articles one and two and tape your response to activity three.

5. Read pages 102-120 in Your Family and Its Money by Thal and Holcombe.

6. Read pages 25-29, "Proven and Practical Ways To Handle Money Better," in Changing Times (July 1970)

7. View the filmstrip, "A New Look At Budgeting."

8. Read pages 16-20 in Managing Livingtime by Raines.

Self-Test

Directions: Fill in the blanks with the correct word(s) to make each statement correct.

1. A family's entire income is referred to as its _____ _____.

2. _____ _____ are obligations that one knows that he will have to meet in the course of a year.

3. _____consists of a series of individual decisions which bear one upon another.

4. Supervision is an essential part of_____ a plan in action.

5. A family's _____ _____is the sum left from the gross income when your fixed expenses are subtracted.

6. _____ consists of a series of decisions making up the process of using family resources to achieve family goals.

7. The three steps of management are _____,_____ and _____.

8. _____ is the process of critically looking at each of the management steps.

SELF-TEST KEY

Lesson I

1. X Flexible
2. X Long-term
3. X Motivating
4. ___ Static
5. X Short-term
6. X Specific
7. ___ Unrealistic
8. ___ Unobtainable
9. X Abstract
10. X Concrete

Lesson II

1. Substitution
2. Time, energy, interests, abilities or skills, knowledge abilities
3. Material goods, money, community facilities
4. Earnings, reserve funds, capital assets
5. Earnings
6. Reserves
7. Limited, interrelated
8. Resources

Lesson III

1. False
2. True
3. True
4. False
5. False
6. True
7. False
8. True
9. False
10. True

Lesson IV

1. Gross income
2. Fixed expenses
3. Planning
4. Controlling
5. Net income
6. Management
7. Planning, controlling, evaluating
8. Evaluation

QUEST OPPORTUNITIES

If you are interested in further study of how management facilitates achievement of financial goals, do one of the following suggested activities. If you wish to pursue an activity not listed here, check first with your instructor.

Suggested Quest Opportunities:

1. Interview a family whom you know well. If the family has stated its goals, what evidence do you have that they are working toward them? Tape record the interview and your response.

2. Collect and mount pictures depicting your personal goals for the future. Briefly describe the goals that each picture represents and the resources that you are using to effectively reach your goals. Evaluate the effectiveness of your decisions made thus far. Write or tape record your response.

3. View the prepared color transparencies "Consumer: Who? Why? How?" or "Dollar Stretching Practices". Follow the transparency presentation with a discussion focusing on how a consumer can most effectively utilize his dollars value.

4. Read pages 46-47 "Are You a Smart Money Manager? Take This Test" in Changing Times, (June 1970). Discuss with a friend, how can this knowledge serve you as a consumer.

5. Read pages 25-30, "One Families Spending The First Ten Years." in Changing Times (Jan, 1970). List the family's goals and evaluate the decisions that the family made to achieve their goals. Was the method of management of their financial resources the most effective method they could have used? Suggest other alternatives that may have been more successful and explain why. Tape record your response.